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# ***EASTERN EDUCATION JOURNAL***

**VOLUME 10**

**NUMBER 2**

# **EASTERN EDUCATION JOURNAL**

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Vol. 10, No. 2

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**PUBLISHED BY**  
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**EASTERN ILLINOIS UNIVERSITY**  
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# ***EASTERN EDUCATION JOURNAL***

Vol. 10, No. 2

**The Eastern Education Journal seeks to present competent discussions of contemporary issues in education and toward this end generally publishes articles written by persons active in the profession of education who have developed degrees of expertise through preparation and experience in the field.**

**We are currently soliciting articles. All varieties of manuscript will be accepted. Research summaries, program descriptions, and book reviews are considered worthy; the Editorial Board, however, will give priority to original points of view and strong personal position papers. Controversy is welcome, and the editors hope to present a balance of pro and con articles on current issues in education. Manuscripts must be submitted to the Editor, Ronald Leathers, School of Education, Eastern Illinois University.**

**1. Manuscript size should be limited to 3000 words or less; it should be typed, double spaced, on 8½ by 11 paper. Footnotes should be kept to a minimum, and all footnotes and references must appear at the end of the article.**

**2. The original and three legible copies are required; articles accepted for publication are read and approved by a minimum of three members of the Editorial Board.**

**3. Each manuscript submitted should be accompanied by an identification cover sheet containing the following current information about each author:**

- a. Name and official title**
- b. Institutional affiliation**
- c. Address, including zip code**
- d. A statement whether or not the article has been previously published or is under consideration by another publication.**

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"Evidence that the well-being of the child is highly related to the well-being of his family suggests a need for an advocacy program that includes the family as well as the child. Splitting of services by planning for child services apart from the needs of the family probably have limited usefulness. Relative to a family and child advocacy program, professionals should use their skills to support family and community responsibility and control. In the current approach to child services, the professionals, agencies and institutions assume most or all of the responsibility and control without adequate representation of the families and communities who have a stake in program and service outcomes."

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# EDUCATION'S NEW PARTNER

SAMUEL E. PISARO

Dr. Pisaro is Senior Research Associate for the National Institute of Education in Washington, D.C. Dr. Pisaro has led an active, productive professional life; he has held professorships at the State University of New York, Ohio University, the University of Alaska, Columbia University, and he served for a period of time as an advisor in university administration to the Royal Ministry of Education in Kabul, Afghanistan. He has completed numerous advisor-specialist-consultant assignments with the U.S.O.E. As testimony to his distinguished career, Dr. Pisaro was awarded the Certificate of Honor by the Royal Government of Afghanistan and the Distinguished Alumni Award by the State University of New York.

Pisaro's best known publications are two books published in the mid-1960's about curriculum and activities in Afghan schools and Learning Concepts: Psychology in the Classroom co-authored with H. Gardner Emmerson and published in 1962 by the State Publishing Company.

As a former member of the faculty at Buzzard Laboratory School, E.I.U., Dr. Pisaro returned to the campus in May, 1977 to deliver the second speech in the annual Dean's Lecture Series. His prepared paper offered enlightening personal and N.I.E. institutional viewpoints about the future role of the federal government in education. With Dr. Pisaro's permission, we have printed here the complete text of his paper because we believe it will be of interest and concern to American educators.

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Let me say at the start that a few years devoted to federal activities in education have the effect of deepening one's concern with the welfare of the individual school and college. The federal government can only provide support for education in the sense of helping to point to priorities and financial support to help schools, colleges and universities to carry out programs. In the sense of itself carrying out any program, it can do very little. The machinery of government depends on the initiative and the capacity of the institutions themselves, as the nation as a whole depends on them. There can be no substitute for the independence and the strength of the individual school, college and university. These may seem to you to

be banal sentiments. I assure you that they are not banal to me. Institutional strength lies at the heart of our system of education, and should be the first priority in any national program affecting American education. The federal government depends upon the schools and colleges to carry out important tasks in the national interest. It has paid schools, colleges and universities the deserved compliment of urging them to carry out these tasks in their own way: the task of expanding to meet the needs of larger numbers, the task of helping the disadvantaged, the task of conducting research, the task of training teachers for schools and colleges, the task of developing curricula. The Congress has wisely required that the Executive Branch play no

part in selection of students, or appointment of staff, or selection of course content. These are left to institutions to decide.

Let me say that getting a new partner can be an irritating way to do business. Sharing resources, yielding some cherished prerogative, suppressing personal preferences in the common interest--these are all sources of tension and conflict in any cooperative venture.

The partnership that I am here to discuss today, though it is still a developing relationship, is in the grand tradition. There are bickerings, to be sure. Sometimes there are serious differences. But the realization of the evolving partnership of the local, State and Federal governments in education promises to deliver some memorable goods.

It is to be noted that educational needs can no longer be, if they ever could have been, considered apart from society's other needs--or from politics. Education may be as deeply affected by the Civil Rights Act, the Income Tax Laws or the Appalachian Regional Development Act, as by an Education Bill itself. Education is not a specific need of a particular group in society. It is the business of everyone and affects everyone.

Former President Lyndon Johnson, himself a former teacher, taught the nation that the American goal of a Great Society could not be considered apart from its goals in education. And educational goals have to face these issues: a) how best to fuse national interests with private, State and local responsibility in providing both equality of opportunity and high quality of education, b) how best to give proper weight to innovation and to the view of the scholars and other experts in the area of knowledge that should be taught, and c) how best to strengthen the machinery of government to relate educational policies and programs to other needs of society.

Since 1963, Congress has written out in a series of new Acts and Amendments, the

national approach to these problems. These Acts and Amendments provide:

1. That the national interest in assuring equal opportunity for education is to be expressed by special programs for the economically, educationally and physically disadvantaged--relying on local, State and private funds for the management and funding of the regular budgets of schools and colleges. Programs are to be designed for the needy pupils, whatever their school, under public auspices--thereby setting a new pattern for local cooperation on the church-State issue.
2. That support of research, development, and innovation is a national responsibility, to be conducted by making grants designed to join the interests of scholars and school professionals in creating new and better curricula, and finding better ways of preparing teachers and better ways of diffusing good practices. Contracts with industry for research are authorized in order to tap the energy and skills of the private sector of the economy.
3. That it is in the national interest to expand facilities for higher education to meet the demands of the on-rushing generations, and to finance through grants, loan and work-study programs the costs of such education for worthy students in need, and to help to provide college faculty. The use of higher education for helping to solve community problems is encouraged.
4. That results of these programs be reported by advisory committees, several of which would report directly to the President and Congress.
5. That Federal expenditures should be over and above, not in place of existing expenditures.



In short, since 1963, the terms of a new partnership have been written.

These actions, when seen in the longer perspective, are but another turning of the wheel, another revolution that started over two centuries ago. For the Federal Government has for many years compensated individuals for what they had given the government or lost to it. Thus, federal funds for education have gone to veterans and their children, who have given something to the Government, and to Indians on reservations, who have had something taken away.

The Congress has also made expenditures which it thought would be in the interest of the Nation and its people as a whole. This second kind of federal grant dates back to the first days of our Republic. The preamble to the Ordinance of 1787, for example, declared that "an educated populace being to the benefit of society", one section of every township carved out by the vast Northwest Territory should be reserved, tax-free, for schools. Tax laws have long supported non-profit educational enterprises.

The Smith-Hughes vocational legislation of 1917 stemmed at least partially from the Nation's wartime shortage of skilled mechanics. The National Science Foundation was established after World War II to meet a gap in the national resources just as the National Defense Education Act of 1958 won passage because threatening developments abroad convinced Congress that the Nation needed more persons trained in science, mathematics, and the neglected languages of Asia and Africa.

Both the earlier and the recent legislation provide federal support of education and cannot accurately be described as federal aid to education in the sense of direct support to on-going programs. In some cases, such as the GI Bill, programs grew out of a national sense of indebtedness to certain individuals; the primary purpose was not to benefit education as such--that is, schools or colleges. Other

kinds of federal support came about because America needed certain kinds of skilled persons; the schools and colleges that trained them were paid for services rendered. And the large amounts which the government spent in university conducted research were another instance of payment of this kind. It is fair to say that until the mid-1960's schools and colleges received benefits from federal funds more as a by-product of aid to individuals or causes than by direct intent.

In no case has federal money been voted as **aid** in the usual sense of that word. The traditional thinking on federal expenditures in the national interest still prevails. Hence to speak of "federal aid" simply confuses the issue. It is more appropriate to speak of federal **support** for special purposes. It might be appropriate to think of federal funds--or, for that matter, state or local funds--as an **investment** in education, an investment made by a partner who has clearly in mind the investments of other partners--local, state, and private.

In voting for the Elementary and Secondary Education Act of 1965, many members of the Congress may have been thinking in terms of general support for schools or colleges but in fact voted in terms of investment--investment in people and therefore in the nation. As the record revealed, they supported the conservation of human resources and the opportunity of each American to make his appropriate contribution to the society and to share in its rewards. They may have thought also about the stimulating effect an improved educational structure would have on the rate of growth of the Gross National Product.

It has been argued that the glory of education in the United States has been its diversity. We have encouraged the kind of local initiative that is lacking, for example, in the French or in the Afghan system. The advantage of diversity is the advantage of the diffusions of centers of initiative. The disadvantage is the difference in quality of

education and the difficulty in adjustment faced by students who, in an increasingly mobile society, move from one place and one school to another.

The diffusion of centers of initiative in the United States has kept a fluid system alive, permitting the existence of some remarkably good institutions as well as some remarkably bad ones. The decentralized local educational system has allowed experimentation and variation, and the development of strong educational programs which have been described as lighthouses. Other districts, seeing the glow, have aspired to similar excellence. The dullness of mediocrity, which theoretically can result from more centralized systems, is thus avoided, according to those who plead for no change in present arrangements. The choice here is not between good and evil. Diversity and consistency or coherence (far different from conformity) are both good. But a range that admits of inferior standards is, in the national interest, unacceptable.

Diversity has left many districts unable economically to finance the exemplary programs even when they wished to. Too often the "lighthouse" districts have been primarily the result of concentrations of wealth into small districts with little effect on their neighbors. If there have been concentrations of wealth, there have also been concentrations of poverty.

But inequality based on place is not a matter of a system that has worked out accidentally to the advantage of the wealthier suburbs and to the detriment of the cities. It seems safe to conclude that if the rural schools and the cities' public schools were the centers of education for the middle and upper classes now, as the suburbs are, they would be receiving more funds, better equipment, better-paid, better-educated, and more experienced teachers. The absence of the children of the majority--and of community leaders--from these urban schools has weakened their ability to act in their own behalf. The

disadvantaged character of these schools cannot be demonstrated by financial statistics alone; it is revealed even more urgently in the statistics of inferior educational performance of their children and the social consequences of poor education; unemployment, low income, broken and dependent families, delinquency and crime.

These problems have traditionally been issues for state government to solve, but the federal government, in its actions of the mid-1960's, entered the scene with unparalleled vigor. It did so with certain restrictions, however, for it pronounced the policy that basic responsibility for management must remain with the states. It reaffirmed the policy that the structure of the American schools must rest on a strong state foundation.

In the long run, therefore, nothing that the citizen or the educator can do, wherever he may be, can be more important than strengthening the capacity of the states to respond to the emotional needs of our time. This is the crux of the challenge. In education, the nation looks to the states not merely as a matter of law or precedent, but as a matter of practical soundness and necessity. In a nation of fifty states operating vast and independent enterprises for education, the federal government decided to help, as a partner -- but only as a partner.

Yet the present situation in the states is far from satisfactory. The inadequacy of methods of financing has been shown. If the national goal of equal educational opportunity is to be met, if the nation is to assure the strength -- perhaps even the viability - of America's decentralized system of public education, state organization and state policies will need a thorough overhaul. To bring about this change requires action in three key requirements: the need for better information on the condition of education within the states; the need for stronger leadership and planning by state departments of education

in relation to local districts; and the need for innovation based upon sound research throughout the educational enterprise. Innovation need not always be based on research.

Some of it should be the fruit of genuine creativity, some of plain courage, some of ingenious artistry. Good research is, of course, to be encouraged and more of it is needed, but it is not in every case essential to school improvement.

In each of these problem areas, the federal government decided to help--and was called on to help--in providing both perspective and funds. But the strategic link between America's 17,000 autonomous school districts and Washington is within the states--and it is here that American education may ultimately meet or fail to meet the extraordinary imperatives of our time.

The federal government, then, is to participate as a partner with special interests in the educational affairs of the nation. On the issues of local management, it proposes to provide the facilities for research and development, the support of innovative ideas, the encouragement of national perspective -- but not legislative direction or administrative oversight. Nationwide problems were identified and programs adopted to help schools and colleges solve them: disadvantaged children, shortage of trained teachers, discrimination, lack of innovation, and many others. The mid-1960's witnessed the terms of a new federal, state, and local partnership worked out in education as they had been in other aspects of the national life before. Federal control in any direct sense on any school or college was barred, but federal influence toward national goals was established.

The decision to work out a new federal, state, and local partnership, with checks against the danger of undue power in the hands of any one authority, is a characteristic American solution to the problem. The federal system, established after one

revolution, needs constant revision and adaptation to meet new needs.

For the federal role can not be passive. Its activities have to take into account social facts that distinguish one part of the country from another. It had to recognize, for example, the movement of the population, and differences in economic abilities. By methods by which the large programs for the education of the disadvantaged were financed in the Elementary and Secondary Act of 1965, the differences in wealth among the states were partly redressed. A special program for small colleges that suffered from lack of financial means and adequate faculty was established in the Higher Education Act of the same year. College students without means were supported through loans, grants, and the subsidized opportunity to earn part of their way through colleges. By these and other means federal activities linked the country together and played an active role, with its state, local, and private partners, in moving toward the goal of equality of educational opportunity.

In conclusion, it is to be noted that education for the 80's and beyond must be developed through the independently exercised but closely shared responsibilities of the three levels of government; we in the Federal Education Division are trying to make certain that we will be prepared to participate effectively in the Federal-State-local partnership that holds not only our hope for "survival" but our hope for achieving the greatness in education which we know to be possible.

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# "THE SUPERVISOR-AS-ARTIST"

RONALD L. ABRELL

Dr. Ronald Abrell is Chairperson, Department of Educational Field Experiences and Director of Teaching Centers at Western Illinois University.

A man who works with his hands is a laborer; a man who works with his hands and his brain is a craftsman; but a man who works with his hands and his brain and his heart is an artist.

--Louis Nizer

It seems reasonable to assert that all concerned and competent supervisors utilize head, heart, and hand to establish human relationships and achieve educational results. Although the concept of "the supervisor-as-artist" is used broadly in the remarks set forth here, it will be shown that the supervisor really is an artist in much of what he or she does. Specifically, the case to be made for the supervisor-as-artist will be presented by a comparison of the artist's and supervisor's more global goals and roles. In the same comparative manner, the author will then highlight some similar challenges and problems which both the artist and supervisor confront. Finally, the piece will terminate with the briefest sort of implications that may be drawn from the concept of the supervisor-as-artist.

Looked at idealistically, both the artist and supervisor share the common goal of making the world a better place in which to live. Both diagnose and examine what is and both take on the mission of working on what **ought** to be. Both must have the desire and ability to diagnose the current situation, pinpoint existing problems, assess the possibilities, and design a plan for rescuing the future. The artist and supervisor must (a) believe in the possibility of a better future, (b) be committed to the challenge of changing contemporary affairs, and (c) realize they have the ability to create a workable plan for expanding and enriching life. Both wish to make a substantial difference and a meaningful contribution to their specific profession and the larger world.

Both the artist and supervisor must believe that the realistic stems from the idealistic and that the world as it exists can become the world that it **ought** to be. Both have as their central goal the modification of behavior and the faith that they can bring into existence that ideal which will unite, enhance, and edify. In the specific case of the supervisor, the goal is to build relationships which unite co-workers in a collegial effort to improve instruction at a level that does honor to the profession in particular and to the dignity of mankind in general.

Both the artist and supervisor approach their missions along quite similar lines, some of which are as follows:

1. Both are involved in **assessing** and **perceiving** a particular situation, the behavior of a given public, and the

relationships that exist among the former and latter as they fit into the larger environment. The ability to assess and perceive at an in-depth level, as well as to do so accurately, is critical to the success of each. In the case of the supervisor, his accuracy and level of perception will do much to determine his effectiveness in modifying behavior, improving instruction, and aiding in the professional and personal growth of those with whom he works.

2. Both must be **imaginative** and **inventive** in what they bring and contribute to the situation in which they are working, the problems that they are addressing, and the people with whom they are interacting. In the work of the supervisor, imagination and inventiveness are crucial as the situation varies and changes frequently, diversified problems manifest themselves almost endlessly, and the interactional patterns of working colleagues differ in a variety of ways. The originality that a supervisor can bring to the situation and the task at hand is as important as his knowledge of supervision and supervisory techniques. Although he was speaking of science in general, Albert Einstein's remark that "imagination is more important than knowledge" is altogether relevant to the work of the supervisor.

3. Both are concerned with **unifying** and **building** a meaningful pattern or plan which will appeal to the imagination, needs, reason, and emotions of their publics. Both must form a sense of order or a configuration out of diverse elements of a situation. Certainly, it is the work of both the artist and supervisor to bring order out of chaos, unity out of disunity, and balance and harmony out of diversity. As H. N. Rasmusen points out in his **Art Structure: A Textbook of Creative Design**, "the true artist is a builder with a plan"<sup>1</sup> and he strives for an end product that is characterized by balance, cohesion, and unity. For the supervisor, he is attempting to organize other people and their talents,

programmatic objectives, and educational processes into a workable unit that will make for intellectual stimulation, rewarding human interaction, improvement of classroom instruction, and general growth of all participants in the supervisory process. The supervisor is at once practicing art and artistry in an effort to produce results which are themselves a work of fine art.

4. Both are continually engaged in **motivating** and **inspiring** others. The artist and supervisor realize the world and the persons with whom they work need frequent and positive encouragement in order to achieve the best that is within them. The artist and supervisor also realize that their publics need to be inspired by the best that is in others: in this case, the best in themselves! A major job of both is to motivate and inspire others to accept change, welcome change, and implement change. At the macrocosmic level, the world is changing so rapidly that the person who remains static is likely to suffer the most serious of consequences. At the microcosmic level, the situations confronting the supervisor are always in a state of flux, movement, and change. The ability of the supervisor to adapt to and constructively manipulate the changing situation is essential to the quality of supervision being practiced. To help, inspire, and motivate an educator to become comfortable with change, enjoy change, actively seek change, and promote change among others is truly a large part of the work of the supervisor.

5. Both must approach their work with a certain but definite **objectivity** and **commitment** to experience the "existential moment" as it actually is. The true artist and supervisor identify with the task at hand so thoroughly that they become totally absorbed and obsessed with the present. By completely involving themselves with what exists in the **now**, they renounce the past, relinquish the future,

and become open to the new. Such total concentration and involvement permits the artist and supervisor to discover or create the solution to a problem without being influenced by what other persons may think or what tradition seems to dictate. Not only does such an objective attitude help one to see actual reality, but it also affords the artist or supervisor the "reckless abandon" necessary to, as Beethoven said, "seize fate by the throat" and pursue the correct course of action regardless of the personal cost.

6. Both must be **strong and courageous** if they are to carry out their work successfully. The artist and supervisor occupy positions in which situations are frequently and rigidly defined for them. Likewise, they face a set of behavioral expectations and stereotyped images that make much of what they do very different, threatening, and "far out." In the case of the supervisor, he is all too often regarded as a snooping idealist who is out of touch with reality and given to criticizing and controlling. In order to carry out their tasks, the artist and supervisor must necessarily run counter to tradition and others' preconceived notions of how they should behave. To run counter to tradition and expectations calls for courage, conviction, endurance, and tenacity.

7. Both must possess **determination and persistence** to cling to their convictions and see a task or project through to its completion. Because the artist and supervisor are trying to modify behavior, transform present conditions, and fashion an improved existence, they are dealing with challenging matters which their audiences frequently resist. The supervisor must benevolently persist in the kind of behavior he feels and knows is important for his colleagues to demonstrate. The supervisor must be determined to reach the desired goals of supervision but also determined to refrain from directing, telling, and manipulating.

8. Both must **transcend** their own

egos in order to be true to their professions. Neither the artist nor supervisor may live for himself alone. Given the importance of their missions, both must reject the tendency to think of affairs in self-regarding and self-enhancing terms. They must rise above the inclination to be self-centered and somehow become other-centered without being other-directed. Both are distinguished from the masses by the fact that they consistently place their work ahead of their own personal gratification. In the work of the supervisor, he has to somehow become selfless and attain a fusion with that which is being observed; namely, the situation and the colleagues involved in the situation. He must transcend his own self and achieve a oneness where there was once a twoness or threeness in order to create unity in variety, wholeness in diversity, and completeness in disunion.<sup>2</sup>

#### **Similar Challenges and Problems**

Not only are their goals and roles alike, but the frustrations, challenges, and problems of the artist and supervisor are also similar. While hardly exhaustive, the following do constitute an illustrative series of challenges and problems faced by the artist and supervisor:

1. There is never enough time to do all that must be done in order to make "the difference" that both the artist and supervisor so desperately wish to make.

2. There are never enough financial resources continually available to complete the work with the quality that both the artist and supervisor desire.

3. Consistent and hard work are required of both the artist and supervisor with minimal financial reward involved. Both experience many years of training, extended self-discipline, and conservative living in what usually is a long apprenticeship or training period before any success is realized.

4. Careful organization and planning

are most difficult for the artist and supervisor. Mood, inspiration, insight, and spontaneity characterize the artist. Much of his work deals with nature and life, both of which are constantly changing in ways that defy organization and planning. On the other hand, the supervisor spends a great deal of time traveling from school to school or from classroom to classroom with little real time for getting organized. Although all supervisors plan their work and strategy for interaction, a changing situation is always eminent and militates against well-conceived plans. In addition, the role of the supervisor--observer, counselor, exemplar, and resource person--is so broad and general that thorough organization and planning are nearly impossible.

5. Communications and credibility problems with their respective publics abound for the artist and supervisor. The artist works at a level which is not always apparent to and appreciated by his audience. Furthermore, the age of technology and science demand performance which is measurable and immediately practical. Whether the financial support he can muster is considered, or the aesthetic and spiritual matters with which he deals is at issue, the artist is enormously disadvantaged when compared with his more pragmatic counterpart, the scientist.

As for the supervisor, he is rarely respected by his allied members in professional education. He, too, must deal with the immeasurable, namely, establishing human relationships and improving of instruction. On the one hand he is asked for hard evidence in support of his judgment regarding teaching effectiveness and on the other he is severely challenged when producing it! The amount of support--verbal, financial, or otherwise--extended to the supervisor or supervision itself is precious little, considering the lip service paid to the importance of quality teaching.

As an artist, the supervisor engages in

three basic practices which tend to make him incredulous and unpopular. First, he consistently takes a comprehensive and panoramic view of the educational enterprise, insisting on the importance of theory as foundational to practice. Secondly, he asks penetrating questions about accepted practices which include both the obvious and not so obvious. Thirdly, he works toward change and attempts to get others to do their jobs more effectively. These are practices that demand thinking, analysis, and something different. These are also practices which are often disconcerting, threatening, and unacceptable to many practitioners in professional education. In an educational and social cosmos which stress instant practicality, simplistic formulae, and on-going security, it is small wonder that the supervisor's credibility is questioned.

Despite the challenges and problems facing the supervisor-as-artist, the fact remains that he can--through vision, imagination, and creativity--change the quality of education and life.

### **Implications**

If the ideas explicated above have any merit at all, it becomes clear that thinking of the supervisor-as-artist holds implications for both supervision and supervisors. It seems probable that we need more creative, artistic supervisors who can creatively organize and unify the talents of those with whom they work.

If the supervisor is viewed as an artist, or if much of what he does is artistic, then perhaps the profession needs to look increasingly to the arts for clues as to how to prepare more creative supervisors.

It also appears that current practicing supervisors need to become more sensitive to the artistic dimensions of their work. Just as the artist attempts to organize patterns out of fragments and endeavors to apply the proper techniques to form a masterpiece, the supervisor must bring

together the diversity inherent in human nature in a way that not only promotes professional development but personal growth as well. In the broad but final analysis, supervision affects not only what one does in the classroom but also what one does in life itself. Quality supervision, like fine art, "is not an end in itself, but a means of addressing humanity."<sup>3</sup>

<sup>1</sup> Henry N. Rasmusen. **Art Structure: A Textbook of Creative Design.** New York: McGraw-Hill, 1950, pp. 6-7.

<sup>2</sup> Abraham Maslow. **The Farther Reaches of Human Nature.** New York: The Viking Press, 1971, p. 62.

<sup>3</sup> Lewis C. Henry (ed.). **Best Quotations for All Occasions.** New York: Fawcett World Library, 1959, p. 16.

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### DID YOU KNOW?

that when W.W.II ended there were 101,000 public school systems in the U.S.A.

that 83.86 per cent of the districts, (84,700 of them) have been eliminated in the last 20 years through consolidation and reorganization.

that, therefore, only 16,300 such systems remain today.

that of the remaining school systems another 324 do not operate either because they have no children within their boundaries or because they send their children to other districts.

that in the same time period the average enrollment per school system or district has increased from 230 pupils to 2,700 students.

that four-fifths of the students (80 per cent) are accommodated by 24 per cent of the districts (3,900) that enroll 2,300 or more pupils.

that the states with the largest number of school districts (in descending order) are Nebraska, Texas, California, and Illinois.

(This information is based upon data supplied by the U.S. Department of Health, Education, and Welfare, National Center for Education Statistics.)



# CHILD ADVOCACY: A PARENT - TRAINING APPROACH

**JAMES TOMPKINS  
WILLIAM DORNE  
BEN BROOKS**

Dr. James Tompkins is currently Associate Professor of Special Education, Florida Atlantic University, Boca Raton, Florida. He has had extensive experience in child advocacy serving as the vice-chairman, Joint Planning Committee on Child Advocacy, Bureau of Education for the Handicapped from 1970-71. In addition to this he was the first executive director, North Carolina Governor's Advocacy Commission on Children and Youth from 1972-1974.

Dr. Ben Brooks is currently co-ordinator of Special Education at Eastern Illinois University and Dr. William Dorne is Professor of Special Education at Florida Atlantic University. Both have done extensive work with the special education area in the advocacy for children.

A great many investigations have been initiated examining the growth and development of children and the influences of parents and their child rearing activities. We have highly trained professionals in all the behavioral sciences. Billions of dollars are earmarked for education, mental health, health, vocational-occupational and correctional systems. However, theories, programs and empirical data concerning the impact of social structure, physical environments, cultural values, and practices relative to children's learning, achievement, socialization and feelings contain horrendous gaps. We continue to fill our children and youth correctional programs, stack our centers and hospitals for the mentally ill and retarded youngsters, lose children who fail in school and drop out and who commit offenses against school which precipitates their expulsion.

Children are becoming more and more violent and estranged. Is it true that our children serving institutions are failing and are no longer responsive and effective in the cure, education and treatment of children? It appears so! We continue to support programs of the organization and bureaucracy which purport to serve children, while at the same time ignore the real and tragic circumstances surrounding children's lives. Financial investments into programs very often is a blind-man's approach to critical issues in providing services to children. Global and unanalytic research on poverty, social class, youth culture, urban-rural influence, and socio-economic status are insufficient. It is becoming more apparent that the main reason for this insufficient reporting is that the objectives do not reflect any more, or relevant interactive influences on children's behavior and overall development. Research about the various frameworks of how, where, and why children grow and develop a certain way, critical to the issues of understanding deviance, are left to the imagination or conjecture.

We must find ways to make our institutions more responsive to the needs of children--to change as the problems change--to care and share responsibility for failure when a child has not succeeded and to have effective ways to act to correct that situation. We cannot expect our children to become mature citizens feeling accountable to a system whose basic institutions

have failed to be accountable to their needs for learning and support as children. This requires a personal investment of all citizens, professionals and laymen, who share with children and youth responsibility for goals and programs. That decision cannot be left solely to bureaucrats. We cannot respond fully to the problems of children until we have seen the problems through the eyes of children. We cannot do that until we get involved with children--that means learning to ask them where it hurts, not just telling them (Paul, 1972).

Child advocacy should link the home, the school, the neighborhood and the community to insure that children's needs are met. It is a community based program to insure that children get the services they need; holding child serving agencies accountable in this matter; assisting agencies to work cooperatively for children; maintaining children in the normal community settings to the fullest extent possible; and finally, recognizing that parents and families are invariably the best advocates for their own children and can frequently use assistance in learning how to more effectively advocate for their own children.

### **Child Advocacy and the Family**

Evidence that the well-being of the child is highly related to the well-being of his family suggests a need for an advocacy program that includes the family as well as the child. Splitting of services by planning for child services apart from the needs of the family probably have limited usefulness. Relative to a family and child advocacy program, professionals should use their skills to support family and community responsibility and control. In the current approach to child services, the professionals, agencies, and institutions assume more or all of the responsibility and control without adequate representation of the families and communities who

have a stake in program and service outcomes.

### **Proposed Training Design**

The proposed approach could be defined as a consumer-controlled outreach system with two major objectives: 1) to obtain more responsive, adequate and effective service from child and family service agencies, and 2) to develop the strengths, skills and initiatives of families and communities to solve their own problems. Essential elements of this approach would include: 1) analysis of the needs of children, families, and the community and development of a system of human services, and 2) emphasis on family-centered preventive programs oriented to health, education, and welfare. This kind of program could be directed by a council of parents and community leaders who could employ professional staff to operate the program. The director could employ a staff of family and child consultants to lead small teams of family and child advocates to work directly with families. These family and child consultants would be indigenous paraprofessionals whose training would be based on an academic career ladder model (North Carolina Governor's Advocacy Commission, 1974, Tompkins).

A parity would be developed between a university training program and community and state resources to accomplish the training necessary for implementation.

The target groups in the community would be its child-serving agencies and settings, and would become the forum to influence and determine the procedures for the training staff and parent-trainees to learn about child advocacy.

The coordination of resources proposed could be provided by the staff of a local advocacy group, the university staff, student-parent interns, and representatives from the community's child serving agencies.

The teaching and supervising staff will

be selected from institutions of higher education and from select child agency staff, members of community organizations, and other relevant community groups close to experimental and pilot project communities.

The training should be a major continuing concern of the child advocacy board (local and state) in liaison with the institutions of higher education and with relevant community agency representatives. The new kinds of child advocacy workers would be trained to work directly with families and children, with community organizations, child development, or in a consultation capacity.

More precisely the child advocacy training effort in the community would be carried out through a variety of training delivery systems to include:

1. Well planned, periodical community training sessions on child development and child advocacy, organized for the leadership personnel on child advocacy boards (local and state), executive personnel in select community child serving agencies, civic groups, and select natural advocates such as parents and paraprofessionals. The local advocacy staff in cooperation with university personnel would see these training sessions as their prime responsibility along with the organizational work of developing child advocacy.
2. Continuing education in child development and child advocacy for the major child serving agency personnel such as welfare, school, educational and correctional personnel. Since this approach could involve in-service, extension course

work, and teach-in programs, the university staff would assume more responsibility for this work.

3. Parent-students interning specifically in child advocacy will be placed in teams of child serving agencies in the community. The institutions of higher education will be responsible for training and over all coordination in this instance.
4. The local advocacy staff as consultants will take major responsibility for training and visits to experimental programs. The purpose of consultation would be to focus on child development, child deviance, and child advocacy.

Again, the "trainees" will be constituted from groups of natural child advocates, citizens and professional personnel associated with children. They will be trained on-the-job in the community, as well as at specially organized, periodic sessions. The training will be in child advocacy and learning to use specific advocacy practices and skills in the community.

The "course work" approach to the training will cover several broad areas and will not duplicate existing training and professional or allied experiences of the "trainees". Information and knowledge that cuts across programs and across children's interests and needs will comprise part of the course work, interaction techniques another part.

The course work would include areas such as:

Child Development  
Child Advocacy  
Community Organization

**Program Planning & Development  
Research & Evaluation  
Consultation Theory & Practice  
Group Work & Dynamics**

Trainees could be trained within these broad areas to fulfill very precise roles.

Some personnel would be trained to work with families and children, others with community agencies, others with the ecopolitical community system, while others would be trained to work specifically in schools, institutions, and other such child serving agencies.

The community selected to participate in experimental child advocacy projects would be the training setting for the development and implementation of child advocacy. The community harbors the child serving agencies which are essentially a part of the community. The community needs to engage in procedures and activities to hold such child serving agencies accountable to the community and to the children they purport to serve. The values and behavior that influence the lives of children are ones that not only permeate the agencies but are also alive in the community at large. Child advocacy would not only be interested in the micro-culture of child-serving agencies and what they do or do not do to children, but further examine the micro-culture of the community to determine the interrelatedness of influences, forces, values, etc. that influence the lives of children. Therefore, child advocacy proposed here wishes to investigate the phenomenon of child care and services through the broad social, political and professional attitudes ranging from the family, child settings, and to the community itself (Tompkins, 1973).

**Other Training Activities**

Because the advocacy approach to meeting children's needs is relatively new, few people have been trained to use it. Local and state-wide advocacy groups

should assume responsibility to effect more and better quality services to improve the lives of children. These groups can establish a priority for programs of continuing education and in-service training for personnel to assume child advocacy roles.

Other appropriate training activities may include:

1. Continuing education and in-service training programs in child advocacy organized by mental health centers, centers for the mentally retarded, correctional institutions and other service oriented and community based programs serving children.
2. Development of "do-it-yourself" training packages for use by various parent, social, fraternal, and professional groups active in community affairs.
3. Support workshops and institutes to increase the readiness of people already working in child-serving capacities such as doctors, public health nurses, teachers, lawyers, policemen, clergy, and welfare workers to include child advocacy among their activities.

Here we are trying to establish the essential components of a system of child advocacy, emphasizing the role of parents and family involvement. In addition, a cooperative venture between universities, and state and community resources to become active in a training procedure designed to advocate for children is proposed. A program such as the one described could lead to the development of viable arrangements within the family and community to mediate child-parent discord, child-school failure and child-neighbor

borhood difficulties. This sort of approach could develop a collective concern about child development in a given family and neighborhood and become a vehicle for parent education and support parent involvement in meeting children's needs.

Paul, James, **Progress Report: Child Advocacy**, Unpublished report, North Carolina Department of Mental Health. Child Advocacy Center, 1972, pp. 1-2.

Tompkins, James R., **Series of Training Recommendations**, North Carolina Governors Advocacy Commission on Children and Youth, Raleigh, North Carolina, November, 1973.

Tompkins, James R., **Training Design**, presented in Training Grant, submitted to the Office of Child Development (HEW), Washington, D.C., June, 1973.

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### DR. MARVIN ASSUMES E.I.U. PRESIDENCY

Dr. Daniel Marvin assumed his duties as Eastern Illinois University's fifth president on February 14. Dr. Marvin was former Director of Higher Education for the State of Virginia and was named E.I.U. president on November 30.

Dr. Marvin is a native of Pennsylvania and received his Ph.D. from Virginia Polytechnic Institute and began his professional career at Ohio University followed by serving as Dean of the Natural Science Division at Radford College in Virginia. Later he took positions at Radford as Vice President for Academic Affairs and Acting President.

Dr. Marvin has written over 40 publications concerning higher education in Virginia and is listed in **"Who's Who in College and University Administrators"**, **"Outstanding Personalities in the South"** and **"American Men of Science"**.

In 1975, Dr. Marvin was appointed by former President Gerald Ford to the President's Advisory Committee on Extension and Continuing Education.

This year he will be the organization's chairman. Marvin has served on several other commissions and boards dealing with higher education.

Dr. Marvin, his wife, Maxine, and their three children, will be residing in the college president's house located at 1112 Williamsburg Lane in Charleston.

# TEACHER ASSESSMENT OF SELF-ESTEEM IN HANDICAPPED CHILDREN

GEORGIA H. SCRIVEN and ELDON G. SCRIVEN

Dr. Georgia H. Scriven is Associate Professor of Elementary Education at Northern Illinois University.

Dr. Eldon G. Scriven is Professor of Education at Northern Illinois University.

In the past few years, classroom teachers have been encouraged to facilitate the development of high self esteem in children. A positive assessment of self is assumed by many teachers to have long term value for each child and, consequently to be of greater concern in classroom life than most subject content.

Coopersmith, in a classic study, identified behaviors and attitudes associated with estimates of high or low self esteem among normal school children. In the study, psychologists were asked to identify characteristics associated with high or low self esteem and classroom teachers then rated the children studied on the scale developed by Coopersmith. There were some differences in teacher ratings, but subsequent work has shown that teacher ratings correlate positively with student self-assessment.

At a recent workshop for teachers of handicapped children, participants were asked to identify characteristics of children with assumed high and low self esteem. These teachers had had no special training in this area as a part of the workshop. The intent was to examine to what degree these teachers of handicapped children recognized attitudes and behaviors described by Coopersmith as associated with self esteem expressed by children.

Each teacher was asked to identify one child in his class who appeared to have high self esteem and one who appeared to have low self esteem. In addition the teacher was to indicate the child's age and sex and number of siblings, if known. Sixty teachers were enrolled; 59 gave complete responses on every item except family size. The respondents were then asked to list the child's behavior which was indicative of self esteem.

The range in age of the children described by the teachers was four to seventeen. In the selection of children assumed to have high self esteem, 29 were male and 30 were female. However, of the children described as low in self esteem, 41 were male and 18 were female. Not all teachers responded to the item relating to the number of children in the family. Of the 52 responses given concerning family size of high esteem children, 63 per cent had one or two siblings, 21 per cent had three or more siblings and 16 per cent were an only child. There were 42 responses on the item concerning the family size of children who appeared to have low esteem.

Of these, 71 per cent were from families with 3 children or less, 26 per cent were in families of 4 children or more and 3 per cent were an only child.

The teachers' responses to the item which asked them to describe the children has been categorized for both high and low self esteem. The categories to describe behaviors of high esteem children are shown in Table I.

Table I

Categories	Per Cent of Responses
Possesses Self Confidence	45
Shows good personal Relations	34
Possesses Positive Attitudes	27
Achieves in School	18
Possesses Independence	8
Displays Leadership	6
Exhibits conceit, Egotism	6
N = 59	149

The expressions teachers used to describe self-confidence included such things as "The child is not afraid" or "is not afraid to try." Teachers noted motor behaviors and appearance; "Moves with assurance" and "looks directly at you" were indicative of self-confidence for several respondees. The most common comments used in this category were variations of self-confident and happy with self.

Teachers said that relations with others, peers and adults, were indicative of high self esteem. They specifically mentioned being helpful, responsive, friendly, polite and outgoing. One frequently listed response was verbal interaction with adults and peers or the desire to imitate conversation with another.

Positive attitude was described as being cheerful, happy and fun loving. Children with assumed high self esteem were seen to be smiling by many teachers. Calmness and serenity were mentioned, too.

Positive attitude was described as being cheerful, happy and fun loving. Children with assumed high self esteem were seen to be smiling by many teachers. Calmness

and serenity were mentioned, too.

Several items listed by the teachers related to school achievement. These children assumed by adults to have high self esteem appeared to be smart, successful, and creative. They were able to concentrate on tasks and follow directions. Verbal ability was a frequently noted item and referred to both as a highly developed skill and as eagerness to talk.

Independence was described with the word independent or the expression, "Can make decisions." Leadership was identified primarily as it related to the classroom.

Several teachers described the behavior of children with assumed high self esteem as spoiled or conceited. They described these children as loud and aggressive, with a desire to control others and to have the attention and adulation of peers and adults.

The behaviors described as indicative of children with assumed low self esteem are shown in Table II. The teachers described twice as many males as females in this response. The categories differ from the categories of behavior of children with high

self esteem.

Table II

Categories	Per cent of Responses
Lack of self-confidence	50
Lack of school achievement	35
Negative attitude	28
Poor personal relations	21
Poor physical appearance	11
Lack of leadership ability	7
Dependence	3
N = 59	155

Teachers described children who appeared to lack self confidence as uncertain, afraid to try, shy and not confident. Five respondees mentioned downcast eyes as an observable sign of no confidence.

School achievement was the second most reported area of concern for children with apparent low self esteem. The most frequent comment was that the child wasn't interested; this was followed, in order of frequency, by the report of poor verbal skills. These children were described as slow moving, lazy, late to school and easily distracted.

The next area mentioned was that of attitude. Children in the low self esteem category were reported to cry, to be moody and to be defensive. They also were described as seeking attention and as self centered.

Physical appearance seemed to indicate feelings of low self esteem to the responding teachers. The children described were reported to have poor coordination, to be overweight, to be pale or to have an unkempt appearance.

The children described in this report

were believed to be followers rather than leaders and to be dependent upon others. They appeared to watch others, to lack direction in play, to be thumb suckers and to miss being at home.

The teachers describing children who were seen to have either high or low self esteem used an open end report form. However, the characteristics they listed were similar to the categories used in the literature to describe children reporting high or low self esteem. The major categories listed in the literature on self esteem were self-confidence, attitude, relationships to others, school achievement, and independence. In this present study, there was also an emphasis on the attainment or lack of verbal skills and physical appearance. Since the teachers in the workshop work with special children, verbal skill and physical characteristics may be more noticeable but may be less an assessment of self esteem than in a normal classroom and should not carry much importance as a measure of the child's feelings.

The workshop teachers' choice of about



twice as many males as females to serve as an example of a child with low self esteem is similar to other reports in the literature. Teachers generally tend to rate girls higher than boys. The tendency to pair both self confidence and happiness and lack of self confidence with moodiness and withdrawal in an assessment of self esteem is also supported in the literature.

About 10 per cent of the teachers describing high self esteem used terms such as spoiled and conceited. They apparently viewed liking one's self as related to a desire for control of others, the need to dominate in the classroom and gain attention. These teachers seem to feel that moderation in one's report of self is necessary for successful group living or, perhaps, even growth.

The teachers of handicapped children appear to have the ability to identify and to describe the behaviors which report self esteem of children. This ability is indicative of a growing sophistication among classroom teachers in their assessment of children. A concern for children's feelings about self and the relationship to

academic achievement was obvious in the responses in this survey.

The apparent ease of identification of children who exhibit the behaviors of both high and low self esteem in special classrooms tends to support the notion that children rate themselves on esteem independently of their academic achievement. Perhaps, children assess their degree of school success based upon the classroom in which they are enrolled. Nevertheless, it is possible to feel confident about oneself without achieving at high academic levels in school.

#### References:

Coopersmith, Stanley. **The Antecedents of Self Esteem.** W. H. Freeman & Co., San Francisco, 1967.

White, Deborah. Unpublished doctoral dissertation. Relationships Between Self-Esteem and Academic Tracking of Eighth Grade Students, Aug., '75.

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### E.I.U. PARTICIPATES IN I.O.E. GRANT

In response to a proposal prepared by Dr. Louis Grado and Dr. Ben Brooks from the Department of Elementary, Special & Junior High Education, Mr. George Hackler from Continuing Education and Mr. Don Grewell from the Eastern Illinois Area of Special Education, the Illinois Office of Education awarded a grant of \$3,615 for an in-service education program in the area of "main-streaming" in Special Education for selected administrators, teachers, and school board members. Three sites have been selected for workshops to be conducted jointly by Eastern Illinois University and the Eastern Illinois Area of Special Education. The focus of these workshops is on improving the capabilities and qualifications of public school personnel and board members in working more effectively with exceptional children in the mainstream of public education.

# OUR READERS RESPOND . . . .

## Dear Editor:

I read with a great deal of interest and concern Marian H. Shuff's article which appears in Volume X Number 1, Fall, 1976 edition of the *Education Journal*. I agree that we need many changes in our reading instruction programs.

As educators, we assume growths have taken place in our students when in many cases physical, emotional, social, and academic growth are not in balance with our beginning students. It is my belief that our reading program is solid, organized, and adaptable enough for every educable student to learn to read quite well while using any of our major textbook series'.

Some of my students over the past twenty years have learned to read exceptionally well, even when their native ability did not allow for comprehension of what they had read fluently and accurately. On the other hand, many highly intelligent students have been non-readers.

I feel that we often skip over physical growth and body functioning as a unit entirely. Reading instruction is forced on children who have little control of their bodies, and especially over their eyes. The student who has never experienced orderly

physical development isn't ready for academic development. This causes short attention span and a squirmy kid who misses out on his reading instruction. The prospective reader must have body control before he is ready to sit at a desk, listen to a teacher, and transfer the task he is practicing into reading skills.

A child who lacks social growth is a drain on the teacher's energy and cheats his classmates out of pleasant learning situations. This student is the behavior problem of the class. Most classes have several students who are severe behavior problems. The child who uses his time and talent misbehaving loses valuable reading instructions.

Children who are overcome with emotional problems are probably the largest group of students who miss reading instructions. These students are quiet and suffer in silence from child abuse, broken homes, malnutrition—a long list of injustices inflicted upon them that are beyond their control.

In this writer's opinion, we must provide courses in social growth, counselors for assistance in emotional growth, and developmental physical training. Singing games and "tag" are in no way developers of the physical body. Balance beam, eye function, right-left progression skills are needed as ingredients in reading instruction. The Physical Education department needs to divide time spent in organized sports with providing body development skills for all students.

We must abandon the idea that every child has eyes that see and ears that hear. We need to teach visual accuracy and discrimination and listening skills that provide for memory training and auditory conception as needed in the reading process.

When the materials we have are put into use under conditions that promote learning, it is my opinion that all children will be able to read. We cannot teach complex skills before we have taught basic func-

tional skills. We need to wake up to using foundations until they are well mastered. Until we build a foundation to hold our structure of formal reading training, we are spending thirteen years of academic training that will crumble like castles in the sand when the student needs to apply them in adult life.

Teaching reading before the child is ready to learn to read is as useless as trying to teach an infant to walk and talk before he

is ready to learn. We need to get our specialists to work together to help the classroom teacher teach specialized skills that involve the whole child.

Many thanks,

Betty Micenheimer  
Taylorville, Illinois

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### IN MEMORIAM

Dr. Leo G. Bent died at Peoria, Illinois on January 19, 1977. Dr. Bent served at Bradley University since 1948 as Dean of the College of Education for the past twenty-five years.

Dr. Bent received his B.S. degree from Whitewater (Wisconsin) State Teachers College in 1934 and his Ph.M. and Ph.D. degrees from the University of Wisconsin in 1948. Before coming to Bradley he served as Director of Personnel Research for the Oscar Meyer Company and as City Superintendent of Schools at Macomb, Illinois.

On Saturday, January 23, 1977, a memorial service was held in Neumiller Chapel on the Bradley University campus. During the service Dr. Martin G. Abegg, President of Bradley University, told of Leo's life and of his service to education. He read Leo's philosophy, which Leo had written for publication in his biography in **WHO'S WHO IN AMERICA**. It follows:

Any task attempted deserves one's best efforts. I am no man's superior and few men's equal. In one's life a person should be guided by a basic rule of behavior--never do anything intentionally to offend or embarrass another. There should be sincerity and honesty in all human relations. To get respect, one must give respect. Have standards and stick to them. To be loved by mankind one must love mankind. Decisions are to be made with consideration rather than arrogance. Respect, status, promotion, and success come not to those whose goals they are, but to those whose efforts and dedication are concentrated on the job at hand.

In planning toward Leo's retirement, the faculty at Bradley University had established the Leo G. Bent Scholarship Fund. Upon his death this became the "Leo G. Bent Memorial Scholarship Fund." Those who may want to contribute to this fund may do so by sending the contribution to:

Leo G. Bent Memorial Scholarship Fund  
Bradley University

(Dr. George R. Harrison)  
College of Education

Peoria, Illinois 61625

Dr. Bent was active in many professional organizations. His contributions to AACTE and to IACTE were extensive and meaningful. For the last few years, Dr. Bent was considered the "Senior Dean" of the Illinois delegation to AACTE. He was a willing and effective worker in our organization. We shall miss Leo; his philosophy will pervade our thinking

